

# CHILD NATION

*A creative immersive  
learning adventure*



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## ENGAGING CHILD-LED EXPERIENCES

Our streets were once owned by children, autonomously roaming and taking risks. They were free to explore as long as they were home by dinner time. The skills learned through this child independent mobility (CIM) have been proven to be crucial building blocks for resilience, self-identity, creative thinking and even happiness.

Contemporary children no longer have the same opportunities. With child safety as our number one priority, adult oversight of all child activity is the new 'normal'. Now children are often driven to school and almost always to their extracurricular activities in what is being called 'car-parenting', which puts more vehicles on our streets and further entrenches the risks of children playing outside.

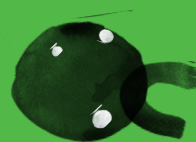
A 2023 study by Paediatrics and child Psychiatrists, has directly linked the decline in CIM with alarming increases in depression, anxiety, and feelings of helplessness in children.

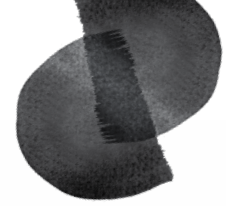
To impart the qualities of creative thinking, self-awareness, curiosity, independence, and open mindedness children need to have more opportunities to question their own perceptions, explore their surroundings, test ideas, be weird, and move autonomously.

Child Nation is designed by artists to immerse children in this type of experience. It provides short and fun provocations that are experienced solo in a contemplative state, switching on children's imaginations so that they might see the normal things around them in completely new ways. Its interactive digital guides, allow children to wander the school grounds, enter answers based on personal ideas and observations, and have their content incorporated into an evolving story-like experience.

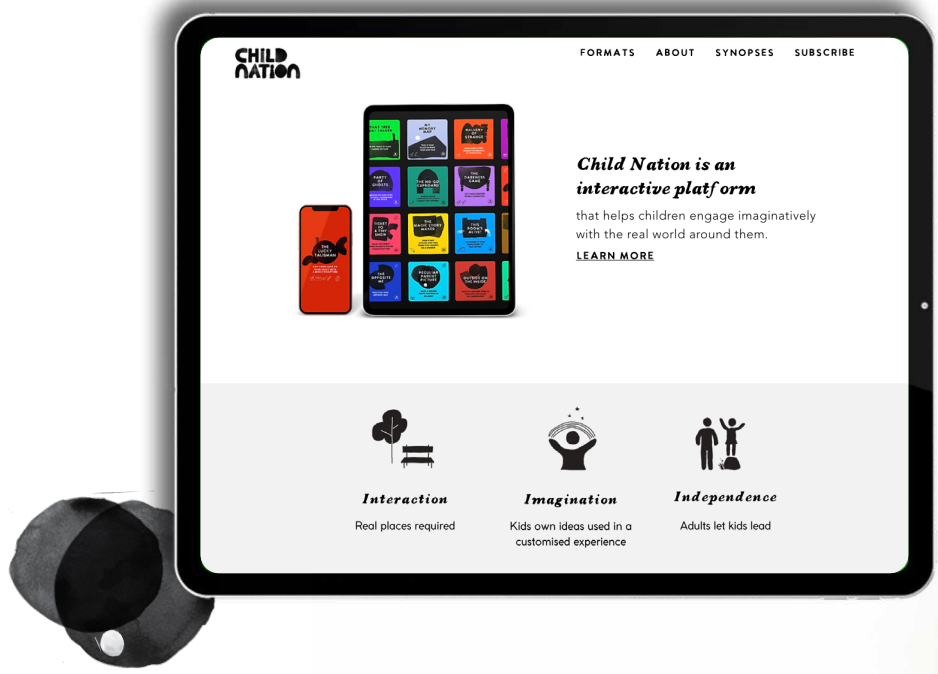


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Child Nation is a resource that has a growing catalogue of 'learning adventures' that evolve with the teachers and pupils as they use them. It is backed by a dialogue with the artists and designers and supported by further resources and a forum for sharing.



## THE SCOTTISH CURRICULUM

### THE FOUR CAPACITIES

The purpose of the Scottish curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world.

Child Nation provides experiential learning activities to enhance and develop key aspects of the four capacities.

### Successful Learners

Child Nation specifically helps students develop;

- openness to new thinking and ideas and be able to;
- think creatively and independently
- link and apply different kinds of learning in new situations.

### Responsible Citizens

Child Nation specifically helps students develop;

- respect for others and able to;
- understand different beliefs and cultures
- make informed decisions

### Confident Individuals

Child Nation specifically helps students develop;

- self-respect and a sense of physical, mental and emotional wellbeing and be able to;
- relate to others and manage themselves
- be self-aware

### Effective Contributors

Child Nation specifically helps students develop;

- resilience and self-reliance and be able to;
- apply critical thinking in new concepts
- create and develop
- solve problems.



## CREATIVITY SKILLS

Child Nation offers engaging child-led experiences which will support the development of the four creativity skills in [Scotland's Creative Learning Plan](#).

It fosters **Curiosity** by drawing attention to previously unnoticed aspects of the learners' surroundings and themselves, then making further enquiry fun.

It helps practice **Imagination** by enabling them to make up new rules and realities in simple steps that cumulate to surprising outcomes, whilst endorsing all 'weird ideas' along the way.

It gives an experience of **Open-Mindedness**, by challenging realities previously accepted as 'normal' and unchangeable, and by entering contemplative states to empathise with different selves and non-living things.

It teaches **Problem Solving** by immersing them in fun 'imagine if...' scenarios, where the learners need to consider options and choose directions.

### **Curiosity**

Inquire  
Observe  
Research

### **Imagination**

Have ideas  
Select from the best  
Invent

### **Open-Mindedness**

Listen  
Think Differently  
Explore

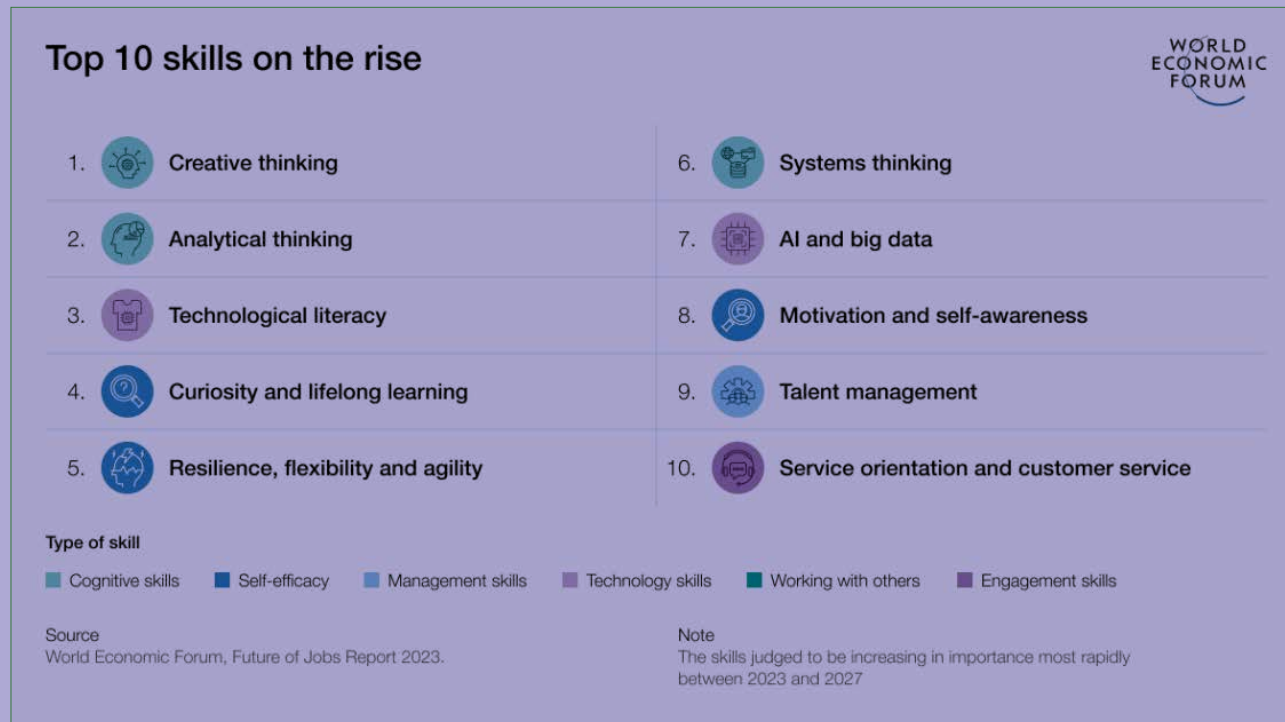
### **Problem Solving**

Identify  
Respond  
Present Solutions

## EMPLOYABILITY SKILLS

Importantly, these four skills and others that will be developed by learners engaging in the Child Nation experiences, are among the top ten employability skills for 2023 and beyond, according to the [World Economic Forum's report, Future of Jobs 2023](#).

This is further evidenced in the 2018 publication by [Skills Development Scotland, Skills 4.0](#).





## SCOTTISH CURRICULUM LINKS

### Health and Wellbeing

Planning for Choices and Changes

#### HWB 1-19a

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

#### HWB 2-19a

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

### Literacy and English

#### Listening and Talking

##### LIT 1-01a

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

##### LIT 2-01a

I regularly select subject, purpose, format and resources to create texts of my choice.

##### LIT 1-06a

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.

##### LIT 2-06a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

##### LIT 1-07a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.

##### LIT 2-07a

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own

##### LIT 1-09a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

##### LIT 2-09a

When listening and talking with others for different purposes, I can;

-share information, experiences and opinions

-explain processes and ideas

-identify issues raised and summarise main points or findings.

-clarify points by asking questions or by asking others to say more.

##### LIT 1-10a

I can communicate clearly when engaging with others within and beyond my place of learning using selected resources as required.

##### LIT 2-10a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

#### Reading

##### LIT 1-13a

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.

##### LIT 2-13a

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.

##### LIT 1-16a

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text

##### LIT 2-16a

To show my understanding across different areas of learning, I can identify and consider the purpose and the main ideas of a text and use supporting detail

##### ENG 1-19a

I can share my thoughts about structure, characters, and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.

##### ENG 2-19a

I can -discuss structure, characterisation and/or setting.  
-recognise the relevance of the writer's theme and how this relates to my own and others' experience.  
-discuss the writer's style and other features appropriate to genre.

## Writing

### **LIT 1-20a) & LIT 2-20a)**

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit my audience.

### **LIT 1-26a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.

### **LIT 2-26a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

### **ENG 1-30a**

I can describe and share my experiences and how they made me feel

### **ENG 2-30a**

As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.

### **ENG 1-31a**

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.

### **ENG 2-31a**

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.

## **Expressive Arts**

### **Art and Design**

#### **EXA 1-O2a**

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

#### **EXA 2-O2a**

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

#### **EXA 1-O3a**

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

#### **EXA 2-O3a**

I can create and present work that shows developing skill in using the visual elements and concepts.

### **EXA 1-O7a) & EXA 2-O7a)**

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

## **Drama**

### **EXA 1-13a) EXA 2-13a)**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

#### **EXA 1-14a**

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.

#### **EXA 2-14a**

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

## **Technologies**

### **Digital Literacy**

#### **TCH O-O1a**

I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.

#### **TCH O-O2a**

I can use digital technologies to explore how to search and find information.

### **TCH 1-O2a**

Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.

### **TCH O-O3a**

I can explore, play and communicate using digital technologies safely and securely.



If you would like to know more or discuss the installation of **Child Nation** in your school or cluster please contact Simon Sharkey.

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SPACE**

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